

California Department of Education

## Intent to Submit an Application

If you intend to submit an application for TUPE Competitive Grants for American Indian Education Center Funding, please complete the section below and return this form by January 16, 2002. This intent does not obligate the center in any way, but provides useful information as we prepare for the Readers' Conference.

Please submit to:      Healthy Kids Program Office  
California Department of Education  
721 Capitol Mall, 3rd floor  
P.O. Box 944272  
Sacramento, CA 95814  
FAX: (916) 657-5131

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## TUPE Competitive Grants for American Indian Education Center Funding Intent to Submit an Application

County:		Contact Person:
Applicant Center:		Title:
Address:		Telephone:
City:	Zip:	FAX:

Failure to submit this notice of intent by the deadline date will not preclude the agency from submitting an application. However, applicants who do not submit a notice of intent will be removed from the RFA mailing list and will not receive any further communication regarding this application.

## COMMERCIAL TOBACCO-FREE CERTIFICATION FOR AMERICAN INDIAN EDUCATION CENTER

Center Name	Phone
Address	County Name

### Compliance

YES NO

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Policy prohibits the use of commercial tobacco products in center owned or leased property, and in center vehicles at any time.

- Submit a copy of official district policy, including date of implementation.

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Information about the policy and the enforcement procedures has been communicated clearly to center personnel, parents, students, and the larger community.

- Submit a copy of commercial tobacco-free center policy enforcement procedures. These procedures must specifically address commercial tobacco-use prevention.
- How was the information disseminated to center, personnel, students, parents, and the community?

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Signs stating “Commercial Tobacco Use is Prohibited” are prominently displayed at all entrances to the center property.

- Are signs regarding prohibition of commercial tobacco use clearly visible on center grounds and buildings?
- Evidence of compliance: work order form, purchase order for signs, pictures.

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Information about smoking cessation support programs is made available and encouraged for students and staff.

- Submit a list of programs available to serve students and staff.
- How was information about the referral programs disseminated to students and staff?

### HEALTH AND SAFETY CODE (Section 104420)

☐ The above center meets the criteria for recognition as a Commercial Tobacco-Free Center and is eligible for funding beginning fiscal year \_\_\_\_\_. (NOTE: all criteria must be in place prior to submission of the application)

☐ The above center **does not** meet the criteria for recognition as a Tobacco-Free Center.

Signature of Approving AIEC Consultant

Printed Name

Date

**California Department of Education**  
**Healthy Kids Program Office**  
**721 Capitol Mall, 3rd Floor**  
**P.O. Box 944272**  
**Sacramento, CA 94244-2720**  
**(916) 657-2810**

## **Application Packet**

# **Requests For Applications For Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers (June 1, 2001 – March 30, 2004)**

*Must be received in the Healthy Kids Program Office  
no later than 4:00 p.m. on March 27, 2002*

## **California Department of Education**



721 Capitol Mall, 3rd Floor  
P.O. Box 944272  
Sacramento, CA 94244-2720

(916) 657-2810

## Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

<b>Signature Page</b>  <i><b>Purpose:</b> This page is to declare that the American Indian Education Center is hereby applying for funds for the Tobacco-Use Prevention Education (TUPE) program. Funds provided through this application are primarily for the purpose of developing prevention education, intervention, cessation, and youth development programs directed at the reduction of commercial tobacco-use among students.</i>  <i><b>This page must be signed by the Board Chairperson or Designee.</b></i>		<b>Agency:</b>    <i><b>This application must be received no later than 4:00 p.m. on Thursday, March 27, 2002.</b></i>
<b>Dates of Project Duration: June 1, 2002 - March 30, 2004</b>		<i><b>Please return an original and four copies to:</b></i>  <b>California Department of Education Healthy Kids Program Office 721 Capitol Mall, 3<sup>rd</sup> Floor P.O. Box 944272 Sacramento, CA 94244-2720</b>  <b>Facsimile submissions will not be accepted.</b>  <i><b>Please indicate the Budget Requested (not to exceed \$90,000)</b></i>  <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: center;">\$</div>  <i><b>Note: Applicants may use computer generated copies in place of the forms in this application.</b></i>
<i><b>Contact Person:</b></i>	<i><b>Center Director:</b></i>	
<i><b>Title:</b></i>	<i><b>Title:</b></i>	
<i><b>Address:</b></i>	<i><b>Address:</b></i>	
<i><b>City/Zip Code:</b></i>	<i><b>City/Zip Code:</b></i>	
<i><b>Telephone:</b></i>	<i><b>Telephone:</b></i>	
<i><b>Fax:</b></i>	<i><b>Fax:</b></i>	
<i><b>Internet Site /E-Mail Address:</b></i>	<i><b>Internet Site /E-Mail Address:</b></i>	
<b><i>Certification:</i></b> I hereby certify that this American Indian Education Center will adhere to all the assurances listed on the back of this page and that this center intends to fully implement the program as described in this application.		
<b>Name of Board Chairperson or Designee:</b>	<b>Signature of Board Chairperson or Designee:</b>	<b>Date:</b>

## Program Assurances

***This page identifies the program assurances that are agreed to by the applicant center and all participants. The Board Chairperson or designee's signature on the Cover Sheet signifies acceptance of these assurances.***

1. The applicant center provides an assurance that the AIEC will have a fully implemented and enforced commercial tobacco-free policy. (Attachment 2)  
A fully implemented tobacco-free policy must be board-adopted and include the following:
  - The policy shall prohibit the use of commercial tobacco products any time, on the AIEC premises, and in center vehicles;
  - Information about the policy and enforcement procedures shall be communicated clearly to center personnel, parents, students, and the larger community;
  - Signs stating "Commercial Tobacco Use is Prohibited" shall be prominently displayed at all entrances to center property; and
  - Information about smoking cessation support programs shall be made available, and encouraged for students and staff.
2. The agency provides an assurance that a systematic and ongoing process to collect data to ensure that the program resulting from the grant process is being implemented as planned and that the data will be used to measure the effectiveness of the program in achieving its expected results.
3. The agency provides an assurance that the student numbers shown for all participating centers is correct.
4. The agency provides an assurance that the center intends to fully implement the program described in this application.
5. The CDE will mail each successful applicant a Drug-Free Workplace Certification Form (Std. 21) to be signed by the Program Director in order to certify that the AIEC will maintain a drug-free workplace, as required by Government Code 8355. The Drug-Free Workplace Certification Form, shall be submitted to the CDE's Healthy Kids Program Office prior to the release of an official Grant Award.
6. The agency provides assurance that all required reports will be provided to the CDE's Healthy Kids Program Office and agree to the following:
  - At the initiation of the project, up to 60 percent of the total funds will be advanced. Thereafter, the grantee can receive up to 30 percent by submitting to the CDE an Expenditure and Progress Report (to be provided to successful applicants in the Grant Award Packet) showing the expending of the up to 60 percent advance. Applicants are to be current on all required reports before additional cash advances can be processed.
  - The final 10 percent will be held pending receipt of the final program report, final evaluation report, and the final expenditure report, all of which are due within 45 days of the grant termination date.
7. The applicant center and all participating applicants will submit the following required deliverables by the designated due dates:

Evaluation Design	due	December 31, 2002
6-Month Progress Report	due	December 31, 2002
12-Month Progress Report	due	June 30, 2003
Final Progress Report	due	March 30, 2004
Final Evaluation Report	due	March 30, 2004
Final Expenditure Report	due	March 30, 2004

All deliverables are to be submitted by the applicant agency.

**2002-2004 Application for Tobacco-Use Prevention Education Program  
Competitive Grants for American Indian Education Centers**

**a. Overall Program Summary**

*Describe the overall program proposed in this application including how it will be administered. This summary should address all component areas. Include pertinent information about previously funded competitive TUPE programs.*

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**Overall Program Summary**

## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### **b. Assessment**

*Describe the process and data used to determine the need for a TUPE grant for the students in this application. The program must be based on a thorough assessment of objective data from all sources about the tobacco use problems of the students in the applicant center and communities served. Describe the data sources used and summarize the findings. Address the nature and extent of the problems and existing efforts and activities. Include the needs of all youth represented in this application and describe how the high priority targets were established.*

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### **Assessment**

## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### c. Center and Community Involvement

*Center and community involvement is an essential part of any successful program. Programs must be designed and managed at the center level with involvement from students, elders, paraprofessionals, center staff, parents, and community-based organizations including the CIRHB, county health departments, and DHS Tobacco Control Section grant recipients, including Ethnic Networks. (Contact your county TUPE coordinator for a list of recipients). Attach Memorandum of Understanding (MOUs) as an appendix.*

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**Describe the following:**

- How the center and community members were involved in the review of the needs assessment and in the program planning and design;
- How the center and community members will be involved in the implementation of the proposed program; and
- What mechanism will there be for ongoing input and feedback from center staff, other program staff, students, parents, elders and other community members.



## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### d. Overall Program Goals and Measurable Objectives

Provide six program measurable objectives, including both program implementation objectives (e.g., number of hours of instruction and number of students receiving instruction) AND student outcome objectives (e.g., percentage decrease in number of students who smoke) for each of the three target groups: (1) General Population; (2) Most At Risk; and (3) Current Users.

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Target Group	Measurable Objectives

## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### e. Program Description Including Multiple Strategies

*Briefly summarize the main program strategies for each target group (general student population, students most at risk, and current student users See page 7-A).*

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**Program Strategies**

**Target Group**  
(General Population, Most At Risk, and  
Current Users)

## Program Description Including Multiple Strategies

### e: Types of Effective Strategies

<p><b>The numbers in parenthesis ( ) at the end of each strategy identifies which of the three target groups the strategy addresses. (1 = general student population, 2 = most at risk students, 3 = current users).</b></p> <p><b>1. Instruction strategies related to issues relative to commercial tobacco.</b> The skills and abilities to understand advertising techniques and to make informed decisions are a few of the objectives of these activities. Other issues such as short-term consequences related to commercial tobacco use (i.e., bad breath, cigarette odor on clothes, disposal of ashes, burns in furniture and clothes), as well as long-term health consequences, may be a part of the instruction. The local chapters of the American Cancer Society, American Lung Association, and American Heart Association are excellent resource for information on the rights of non-smokers relative to environmental tobacco smoke. (1)</p> <p><b>2. Curriculum infusion lessons with tobacco education content designed to be taught as part of core subjects (such as science, language arts, mathematics, social science).</b> These lessons are about commercial tobacco issues and traditional uses of tobacco and may be integrated into core curricular areas. This strategy offers an opportunity to address commercial tobacco while reinforcing lessons in subject areas during the regular tutorial program. (1)</p> <p><b>3. Youth advocacy strategies where youth learn how to change community commercial tobacco-use norms by impacting local decision-making about commercial tobacco.</b> These strategies include activities where students become active in helping pass local city ordinances to ban smoking in specific places, reduce the amount of advertising seen by youth in their communities, and reduce the access to commercial tobacco products by underage youth. County health departments are engaged in tobacco control activities and are resources for these approaches. Many have experience in working with students. (1)</p> <p><b>4. Peer education/leadership/counseling strategies.</b> These strategies use students as leaders. The students make presentations or provide lessons on the effects of commercial tobacco use to peers. They may serve as peer helpers when discussing commercial tobacco use in group or individual counseling sessions. Students may also become involved as student leaders who plan commercial tobacco-use prevention and reduction activities and services at their centers. (1,2)</p> <p><b>5. Intervention strategies.</b> Intervention activities begin with the identification of students needing intervention for commercial tobacco use. Often, these students are experimenting with commercial tobacco and/or are associating with commercial tobacco users, but are not yet habituated. Procedures are established for intervention, referral and follow-up. Intervention strategies of identification and assistance may include the involvement of parents, students, teachers, counselors, and community organizations and agencies. (2)</p>	<p><b>6. Readiness for tobacco cessation.</b> These are specific strategies to motivate regular tobacco users to decide to quit using commercial tobacco and to enroll in tobacco cessation seminars, programs or classes that include intensive education and counseling. Students analyze their own behavior and make choices to improve their health. (2,3)</p> <p><b>7. Youth tobacco cessation strategies.</b> These strategies usually involve separate sessions conducted during tutoring or in the evening. Trained facilitators assist individuals, in group meetings, on techniques that have been proven effective in helping youth to quit smoking or using other commercial tobacco products. County health department staff, hospitals, and local chapters of the American Lung Association and the American Cancer Society may conduct regular tobacco use cessation classes. It has been shown to be more effective to have the location of the classes closer to where students live, such as at or near their school campus or the AIEC. (3)</p> <p><b>8. Strategies for pregnant and parenting teen-age students.</b> These strategies include specific tobacco-related curriculum and/or projects in which pregnant and parenting teens participate. Curriculum materials and other activities are available for this population. (1)</p> <p><b>9. Visual and performing arts strategies.</b> These strategies include dramatic presentations relative to traditional uses of tobacco performed by students through radio scripts, teen theater, drama classes; art projects; poster contests; music contests; and musical performances. Video productions may also be developed by students and presented to their peers. (1)</p> <p><b>10. Social/life skills development strategies (with tobacco specific role plays).</b> These strategies help students with skills needed to live healthy, productive lives. Included are refusal skills to help students resist peer pressure to use commercial tobacco products. (1)</p> <p><b>11. Inviting outside speakers.</b> May be an effective strategy when students assist in selecting the speakers. Students often select laryngectomy patients, cancer patients, medical professionals, health department professionals, celebrities and professional athletes, former spokespersons for cigarette companies, and survivors of family members who have died due to diseases related to tobacco use. Many county health departments, county offices of education and the CHKRC have recommendations on available speakers. (1)</p>
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### Page 8-A, B, C: Selected Program Strategies' Rationale

1. Provide detailed information about the six most important strategies selected from Program Description Including Multiple Strategies for the three student groups. Thus, information about two prevention strategies for the general student population, two intervention strategies for students most at risk, and a readiness for cessation and a cessation strategy for current student users is required.
2. To find programs that have been proven to be effective, review the California Healthy Kids website at [www.californiahealthykids.org](http://www.californiahealthykids.org). There are several areas that will help you. Go to “Research-Validated Programs”; “Research and Planning” and “Borrowing Materials” (at “Borrowing Materials”) select “Special Population: Native American”.  
If you do not have access to the internet, you can visit the nearest public library and use a computer there.
3. For **each** of the six (6) key strategies to be implemented, as identified above, provide the following information:
  - a) Full name/title of the program strategy, author/publisher (if applicable);
  - b) Description of strategy;
  - c) Evidence of effectiveness of the strategy (all applicants must cite research);
  - d) Why the strategy is needed;
  - e) How participants are identified; and
  - f) Number of students that will be served by this strategy.

All applicants must provide succinct responses to the prompts on pages 8-A, 8-B, and 8-C.

## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### f. Selected Program Strategies' Rationale

*While many strategies are likely to have been briefly summarized in the previous component (Program Description), more detailed information is requested on these three forms (8a, 8b, and 8c) about the two "most important" strategies for each of the target populations. This will provide more in-depth information about a small sample of the multiple strategies described previously. For the two key strategies to be implemented for each group, provide succinct responses to all of the prompts on this page (for the general population) and on the following two pages (for the most at risk and current users.) This section must be completed for each target population.*

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### Strategies Serving GENERAL STUDENT POPULATION

#### Strategy A

#### Strategy B

**Key Strategies**

**Full Name/Title of the Program  
Strategy (Include Author/ Publisher  
if applicable)**

**Description of Strategy**

**Evidence of Effectiveness**

**(All applicants must cite research)**

**Why the Strategy is Needed**

**Number of Participants to be Served**

**And**

**How They Will be Chosen**

## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### f. Selected Program Strategies' Rationale

*While many strategies are likely to have been briefly summarized in the previous component (Program Description), more detailed information is requested on these three forms (8a, 8b, and 8c) about the two "most important" strategies for each of the target populations. This will provide more in-depth information about a small sample of the multiple strategies described previously. For the two key strategies to be implemented for each group, provide succinct responses to all of the prompts on page 8A (for the general population) and on the following two pages (for the most at risk and current users.) This section must be completed for each target population.*

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### Strategies Serving Students MOST AT RISK

#### Strategy A

#### Strategy B

**Key Strategies**

**Full Name/Title of the Program  
Strategy (Include Author/ Publisher  
if applicable)**

**Description of Strategy**

**Evidence of Effectiveness**

**(All applicants must cite research)**

**Why the Strategy is Needed**

**Number of Participants to be Served**

**And  
How They Will be Chosen**

## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### f. Selected Program Strategies' Rationale

*While many strategies are likely to have been briefly summarized in the previous component (Program Description), more detailed information is requested on these three forms (8a, 8b, and 8c) about the two "most important" strategies for each of the target populations. This will provide more in-depth information about a small sample of the multiple strategies described previously. For the two key strategies to be implemented for each group, provide succinct responses to all of the prompts on page 8A (for the general population) and on the following two pages (for the most at risk and current users.) This section must be completed for each target population.*

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### Strategies Serving CURRENT USERS (see page 7A)

	Strategy A	Strategy B
Key Strategies	Readiness for Cessation	Cessation
<b>Full Name/Title of the Program Strategy (Include Author/ Publisher if applicable)</b>		
<b>Description of Strategy</b>		
<b>Evidence of Effectiveness</b>  (All applicants must cite research)		
<b>Why the Strategy is Needed?</b>		
<b>Number of Participants to be Served</b>  <b><u>And</u></b> <b>How They Will be Chosen</b>		

## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### **g. Projected Key Activities and Timelines**

*Provide the projected key activities and timelines for the entire grant period to include:  
a) The activities needed to fully implement and evaluate the effectiveness of each strategy addressing a specific target group; and b) enough detail about the activities to allow the application readers an opportunity to confirm that the program has been well planned and will have been fully implemented by the end of the funding period.*

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Target Group	Strategies	Projected Key Activities and Timelines	Person Responsible	Date Completed (for future use when completing progress reports)



## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### h. Project Staffing

*The program must be implemented at the center level with a designated coordinator to provide oversight and technical assistance. Provide names (when possible) of all key staff personnel involved in implementing the program, describe specific program responsibilities for key staff personnel, and indicate the amount of time each key staff person will spend implementing the program in full-time equivalent (FTE) or number of hours to be worked. Identify which individuals will be paid with project funds and display the full-time equivalent (FTE) or hourly rate and the hours to be worked for each individual. Include the evaluator whether contracted or not. The applicant must address 5 key issues (see back page 10-A)*

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Name of Staff Member (if Available)	Position	Responsibilities	Time Allocation (in hours or FTE)	Specify Funding Source: (i.e. 50 TUPE .50 InKind)

## Page 10: Project Staffing Instructions

**The program must be implemented at the center level with a designated coordinator to provide oversight and technical assistance.**

The applicant must address the following 5 key issues:

1. Identify names and positions (when possible) of all key staff personnel involved in implementing the program.
2. Describe specific program responsibilities for key staff personnel.
3. Indicate the amount of time each key staff person will spend implementing the program in full-time equivalent (FTE) or number of hours to be worked.
4. Identify which individuals will be paid with project funds and display the full-time equivalent (FTE) or hourly rate and hours to be worked for each individual.
5. Although a summary of the qualifications of the program coordinator demonstrating the ability to effectively implement the program described in the application.

## 2002-2004 Application for Tobacco Use Prevention Education Program Competitive Grants for American Indian Education Centers

### i. Budget Summary

**Purpose:** *On this page, please summarize the expenditures for the American Indian Education Tobacco-Use Prevention Education (TUPE) programs. This page will outline the dollar amount budgeted in each line item. Provide a budget for the entire funding period from June 1, 2002 to March 30, 2004.*

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### BUDGET SUMMARY PAGE ( for 21-MONTH PERIOD)

	Description of Line Items {Object codes are in alignment with the CDE Standardized Account Code Structure (SACS)}	Budgeted Amount
1.	1000 Salaries/Certificated	
2.	2000 Salaries/Classified	
3.	3000 Benefits	
4.	4000 Materials and Supplies	
5.	5200 Travel/Conference	
6.	5600 Rent/Leases/Repairs	
7.	5700 Interprogram Services	
8a.	5800-0000 Non-Instructional Consultant Services (formerly object code 5800)	
8.	5800-1000 Instructional Consultant Services (formerly object code 5100)	
9.	<b>Total Direct Costs (Sum of Lines 1 through 8)</b>	
10.	Indirect Costs at _____ % (Calculate the percent of the Direct Costs on line 9 only) (Rate must not exceed the CDE-approved rate of 8%)	
11.	<b>Total: Add lines 9 and 10.</b>	

## Budget Justification

*The purpose of this page is to provide sufficient line item detail to justify the budget. The budget pages must provide all required information even if the items have already been identified in another section.*

Object Code (See page 12A)	Line Item Description	Budget Detail for Each Expense (See page 12A)	Sub-Total	Total Budgeted for each Line Item

## *Budget/Budget Justification Requirements*

### *Budget Limitations:*

- The purchase of property or equipment is not allowed with these funds.
- The purchase of food is not an allowable expense under the TUPE program (except if absolutely necessary in order to implement a strategy which is conducted beyond normal school hours such as pre-cessation and cessation programs or other training events held after school, off-site, during summer sessions and/or on Saturdays).
- Out-of-state travel by a grantee for purposes of this grant is not allowed.
- Indirect costs are not to exceed the CDE-approved rate of 8%.
- Indirect costs are to be charged against direct costs only (not on the total grant amount). See the examples and worksheet on Attachment 4.

5200 Each conference must be listed separately with the costs broken out. Costs for conferences that are not tobacco-specific cannot be charged 100% to this grant. Only the percentage that is directly related to tobacco use can be charged. Include rates of reimbursement for mileage, lodging, and per diem. With the exception of any locally negotiated contracts approved by CDE, travel reimbursement rates unless they are noted as being part of a negotiated bargaining contract or rates approved by local boards.

5600 Identify costs for rental or meeting facilities (when justified), equipment, equipment repair, etc. Costs must be broken out and detail must be provided.

### **Required Detail:**

#### **Object Codes**

**1000-2000** } For all personnel, include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.

3000 Benefit costs charged to this program must be proportionate to the percentage of salary charged to this program. Costs for PERS Reduction must be identified separately.

4000 Costs for Instructional Materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example: General Office Supplies @ \$25 per month x 21 months = \$525.00.

5700 Identify items that will be charged to this line item.

5800-0000 For all contracts, include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.

5800-1000 For all contracts, include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.

6000 Capital Outlay costs are NOT allowable under this grant.

7000 Indirect Costs must not exceed the CDE-approved rate of 8%. (See Attachment 4 for worksheet for calculating indirect costs.)

**Budget Justification (Continued)**

<b>Object Code (see page 12A)</b>	<b>Line Item Description</b>	<b>Budget Detail for Each Expense (see page 12A)</b>	<b>Sub-Total</b>	<b>Total Budgeted for each Line Item</b>

(copy this form as needed)

## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### j. Program Monitoring and Evaluation

Program monitoring and evaluation is to be a key component of the program. Provide evidence of an intent to incorporate evaluation as a useful source of feedback for program improvement and information regarding program effectiveness. List a minimum of six questions that monitoring and evaluation activities will answer. These questions should be directly linked with the objectives related to program implementation and effectiveness of strategies used for each of the three target groups (as presented in Component d, page 6). Note: See the reverse of this page for important items to be observed by the applicant page 14-A).

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Monitoring and evaluation questions regarding program implementation and effectiveness of strategies	Linked to the following goals and measurable objectives (page 6)	Target Group

## **j. Program Monitoring and Evaluation**

In order to ensure that evaluation will be an ongoing key component of the proposed program, additional evidence of evaluation activities must be included in the following areas:

- The signed assurances;
- The timeline;
- The staffing configuration; and
- The budget.

The following are some important items to be observed by the applicant:

1. The CDE recommends that applicants allocate up to ten percent of the total budget amount for monitoring and evaluation. A professional evaluator may be retained to assist in this process.
2. The plan for monitoring and evaluation shall provide ongoing feedback on the integrity of the program implementation as well as the effectiveness of each of its strategies.
3. Grantees are required to send the following documents to CDE within 45 days of the end of the project period:
  - a) A Final Evaluation Report which lists the goals and objectives for the program, how those objectives were measured, and what results were achieved.
  - b) A Final Program Report (which is separate from the evaluation report) must also be submitted within 45 days of the end of the project period.
  - c) The Final Expenditure Report.



## 2002-2004 Application for Tobacco-Use Prevention Education Program Competitive Grants for American Indian Education Centers

### Program Description

*Provide a one-page description of the proposed program. This description should describe a summary of the key aspects of the proposed program. Note: The CDE may remove this description from the application to be published elsewhere or may be disseminated to other agencies upon request.*

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### Program Description